

THE NEGRO COLLEGE QUARTERLY

Vol. 1

June, 1943

No. 2

The Negro College and the War

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THE PRESENT CONFLICT found the small American college and the Negro college, which generally belongs to this class, seeking and solving problems of human advancement. Some of these problems, such as the decline of earlier forms of capitalism and the dissemination of new concepts on the distribution of wealth, on labor, on mechanization of industry, and on social security, were profound and tangible. Others were of the home-work type—the artificially fabricated mental exercises.

For example, consideration of the effect of the airplane on the re-alignment of world power and the resulting change in the value of oil, gold, coal, rubber, steel, and aluminum was stated largely in terms of text books or model airplanes. At the same time, industry and commerce, encircling the world with airplanes and war machines, were being re-designed to incorporate the newer concept into world affairs. A few of the leading institutions of the nation, under grants from trust funds and from the government, attempted to operate airports and laboratories adequate to demonstrate what is opening up through expanding vistas in aviation.

In a calm and peaceful scene, many Negro colleges, oblivious of these and other similar developments, continued to do ancient

things by ancient methods with a complacency which now seems inexcusable.

Sudden war brought shock. It made specific demands—not for persons who could analyze the origin of present and past conflicts, reciting names and dates, but for persons who could do something about the impending disaster and assist in assigning a date to peace through victory. The Negro college responded with unquestioned loyalty and, with such resources as were available, essayed to send chemists, mechanics, stenographers, electricians, welders, woodworkers, machinists, radio operators, soldiers, sailors, and aviators into the conflict.

It is not the purpose of this article to list the accomplishments of or to furnish statistics on training and placement in the various new fields of essential war activities. The purpose is rather to call attention to contrasts and comparisons which may illuminate from different angles the Negro college campus as it is and as it functions under the impact of war. The urgent demands of war make it possible to analyze critically, to re-evaluate, to re-align, and to redirect the college program with a celerity and an objectivity seldom found in normal times.

RETARDATION

The present conflict found the nation untrained and unprepared for modern warfare. One of the first defensive steps was to expand training programs at all levels. This focused attention upon the Negro college and the war effort.

With military training under the Reserve Officers Training Corps available in only four Negro colleges in the country, there was a large deficit of officer material and a lack of general information on military affairs which had to be overcome. Only a few institutions carried courses which met the need for technically trained personnel. Accordingly, while the typical American college proceeded to expand its civilian and military activities essential to the war effort, the Negro college found itself merely

inaugurating work in many of these fields hitherto absent from its curriculum. From another point of view, while the typical American college was leveling off for maximum effective participation at some collegiate level, the Negro college found itself struggling up grade to reach the college level in fields essential to the war effort. All too frequently the most ambitious of these institutions could not make the grade but rather found their greatest usefulness at sub-collegiate levels.

WAR TRAINING

The government has made available many programs which will enable youth to prepare for effective participation in the war effort. Examples include the Engineering, Science, and Management War Training Program, which is collegiate; Vocational Training for War Production Workers, non-collegiate; War Production Training for Out-of-School Youth; National Youth Administration War Production Training Program; Apprentice and Training Service; Pre-Flight Aeronautics Program; Civilian Pilot Training Program; 4-H Program; Future Farmers of America and New Farmers of America. Further, there is related work of savings, salvage, civilian defense, consumer information, and victory gardens, under regular or emergency federal establishments. A full listing of the courses offered under these programs provides a check list of institutional participation. While such is illuminating, it does not entirely explain how the scope and level of participation of Negro colleges in the war effort are limited by factors inside and outside the institutions.

It should not be concluded that the only factor, or, indeed, the prime factor here is racial. These colleges are small. In terms of departments offering work essential for the war effort, they are even smaller.

Negro colleges have offered welding, sheet metal, wood-working, electricity, and foundry work when they might more fittingly have offered metallurgy, explosives, pattern making, power transmission, radio, and aeronautics.

Notwithstanding the limitations, there are many records of commendable performance by institutions in this group. A high sense of duty, a keen appreciation of new opportunities, and assiduous attention to the demands of patriotic high service in the face of severe limitations have combined to provide service records of highest merit.

Necessary work has been performed; relatively the advancement into new fields has covered a span greater than the average; trainee material has been advanced a greater number of stages than the average; persons have been trained who, in spite of marked ability, would have received no training at any level except for the vision and service of the Negro college; traditions and customs have been modernized and brought more into line with the technological demands of modern society. Though the Negro college has had only one seed, it has not hidden it in the ground but has produced valuable workers for the war effort.

LIMITATIONS

It is to be hoped that such performance will effectively argue for removal of the physical limitations enumerated above, in order that the new postwar college laboratories, shops, libraries, air bases, and experiment stations will offer ample facilities for the specific training essential to the continuance of our national life, whether in peace or in war. Indeed, when we find within one generation that one war is fought with more than 80 per cent non-technical personnel and a later war of greater intensity with more than 80 per cent of the soldiers in assignments requiring specific technical and mechanical training, the conclusions concerning the expansive influence of technology upon our progress are evident.

It may well be established that custom, tradition, and inertia in college thought and planning have placed a limitation on the Negro college in the war effort far greater than any limitation of physical facilities could possibly place. Mathematics will serve

as an example, though French or electronics or photography might serve as well.

MATHEMATICS

Mathematics may indeed be limited to arithmetic in order to illustrate the fallacious thinking and planning which have characterized the Negro college in its use of emergency government programs and facilities in machine tool work, aviation, chemistry, or communication. The fact is that too many college students and their teachers, and too many public school teachers trained by the college and their pupils, simply cannot count beyond a few decimal points. It may be necessary to grant that they know the multiplication tables and can perform the elementary operations with varying degrees of accuracy, but a comprehensive understanding of ordinary arithmetic is rare. It is even more rare to find a group of students who can read and reason with facility in the midst of applied mathematics on gauges, dials, scales, and indicators which mark the processes of modern technology in war and in peace. Students complete courses in calculus without the ability to attach numerical nomenclature to the elements of position, velocity, and acceleration in rectilinear motion.

Into such a department come the army orders and streamlined outlines prepared for aircraft workers, for chemists, for aerial navigators, and for artillerymen. Then the major in mathematics, with a good store of compartmentalized training, finds that an air foil or a warped surface in aluminum for the wing of a dive bomber does not fit conformally into any particular compartment and finds himself lost even at the level of sophomore mathematics. Too often, the same may be said of majors in horticulture, or dietetics. The question naturally arises as to the rationality of the educational provision which permitted students to wander so far and wide in many subjects without gaining a comprehensive useful proficiency in some one field.

Discipline of the mind and related discipline of the body and spirit were among the prime objectives of the earlier curric-

ulum planners. Some emphasis was placed upon mathematics for mental discipline. Practical application was limited largely to surveying and marine navigation. Up through the period of the first world war greater emphasis was placed upon the dead languages for discipline. Here the requirements of medicine and theology, the cultural associations, and the bases for modern languages offered all sufficient justification for thorough courses. Most of the scholars of the present generation can attest the value of these languages, if for no other purpose than to assist with our English language.

Mathematics is a universal language, but while the scholars and curriculum planners were converting from the ancient languages to the modern and emphasizing literature for culture to the exclusion of correspondence and conversation for commerce, little effective work was being done to develop functional usage of mathematics or even arithmetic. Mathematics provides not only a universal language, but probably offers a more specific mental discipline for certain aspects of the mind than the languages. It has been common, however, in recent years to have programs in chemistry, physics, and engineering predicated upon elementary mathematics and upon the dogmatic statements of people who knew no mathematics that emphasis upon mathematics was unnecessary. All this, while even the most rudimentary ideas in mechanism can not be fully illustrated without the elements of the calculus; all this, while the great American and foreign universities which are now carrying the burden of war technology were requiring calculus in the freshman year!

THE SIGNAL CORPS

The U. S. Army Signal Corps has sponsored war training programs in colleges and technical schools. These programs prepared mechanic learners, junior repairmen, pre-radar and, on the upper secret level, radar and electronics specialists. Fully outlined theory and laboratory procedures were prescribed for trainees selected through civil service examinations. Preparation

in the new era field of radio was offered, with pay, to any who could maintain the pace—preparation which could not be purchased through other channels.

Limits upon advancement of trainees were stated largely in terms of deficiencies in mathematics. Accordingly, educational institutions supplemented the course outlines with exercises in algebra and trigonometry for the lower levels. College graduates with little preparation in mathematics and physics found it impossible to achieve grades necessary for promotion to the upper levels where the nomenclature becomes less English and more mathematics.

Now these institutions had offered in connection with physics, mechanical arts, or English, courses in radio theory, repairing, or broadcasting. These were useful only for providing background experience when the signal corps classes began devoting forty-eight hours per week to developing radio which would with assurance send and receive code, facsimile, and other intelligence on various parts of the radio spectrum. Radio on the campus was suddenly transformed from a music box to the elements of electrical engineering with supporting physics and mathematics not elective but required.

ARMY SPECIALIZED TRAINING PROGRAM

Further contrast resulted when the outlines for the basic phase of the Engineering course in the Army Specialized Training Program were issued. These showed in the first three terms, totalling nine months, 8 per cent engineering drawing, 28 per cent English, history and geography in combination, 12 per cent chemistry, 22 per cent mathematics and 30 per cent physics, content being measured in time devoted to each subject. The advanced courses are more specific and technical.

The alert college student compared this outline for beginners with the freshman outlines in his catalog, wondering about the efficacy of the army outline as compared with the more elaborate outline prepared for him by his professors. He wondered further

why, in terms of electives, he could not hasten his preparation for the work of the world, in peace as in war, by choosing to omit the accessories, and concentrate, like the army, on the essentials. He, like the army, finds it necessary to acquire proficiency before time or circumstance closes his college days.

ACCELERATION

Not many years since, a great university projected a long controversy by offering the baccalaureate degree on schedules commensurate with the ability and application of the candidate. Two years were considered adequate for many select high school graduates to qualify.

But let an ambitious youngster propose that he can carry half as much again as the average academic load and turn in superior grades, and then demonstrate it with even better grades than he promised; or let one argue that he has more ability than ready cash and wants to get as much work done as time and money will permit; or let another indicate that she is hastening toward the university and considers four years as unwarranted detention of one who can achieve more than the institution can offer; or have another, more mature, indicate that the general social living of the campus has no appeal or promise and only the curriculum at an accelerated pace is desired; or let honorary scholastic societies propose that the academic pace be controlled only by one's proven ability, physical and mental, to maintain the chosen pace; or let numerous other variations of any theme based upon acceleration and ability be presented and it is likely to be accepted as "*l'ésemajesté*."

And now, where reason and logic and precedent seldom availed, come the demands of war for acceleration and streamlining. The government asks the colleges to accelerate in essential fields, and either overlooks the non-essentials or suggests that they be curtailed. The armed forces bring to the campus accelerated programs, and governmental training programs flourish at high speed in the midst of traditional procedures. A college class

spends five hours per week on a given subject, and turns aside to other subjects as activities and questions arise concerning proficiency and achievement. A war training class concentrates in one field as much as forty-eight hours per week and leaves academicians aghast at the progress made in that particular field.

OBJECTIVES

Where the objective is to impart a maximum amount of training as quickly as possible, many effective techniques, novel for the Negro college, are to be found. Even where the purpose tends to be made to provide an environment where the individual youth may develop with a minimum of discipline or interference, improvements imparting background and orientation information can be shaped after the pattern of war training courses.

For indeed the liberal education of today, the training of free men, cannot be interpreted as preparing one to meander with facility through dusty tomes of forgotten lore while slaves operate the estate, but rather in terms of democracy to prepare young men and women to devise new things, to improve farm products, to fly airplanes, to develop better foods and diets, and to have access to and be at home in a world characterized by modern technological civilization.

And the war brings to the campus, and often for the first time to the Negro campus, Carthage as it was when Hannibal was in power, and this same Tunisia as it is today; the remote traces of the influence of the former in the blood of southern Europe and the immediate impact of an umbrella of aircraft over the Mediterranean today.

Neither the war nor any other event is going to prove that all youths should go to college for liberal education or that all should spend four years learning how to do some one specific thing. Modern technological warfare will, however, portray what has been evolving in technological peace for decades and should show to the Negro college the necessity for continuing to ultimate ends efforts to clarify objectives, face life situations in terms of

the students' future rather than the professors' past, and, without fear or favor, accelerate evolution and development of programs of study attuned to the needs and patterns of a fast moving civilization.

War training is showing how this can be done in areas as diversified as navigation, colonial government, Arabic, water purification, and motor transport. Surely the campus can find valuable precepts and examples in content and method in these programs.

CONCLUSION

The general conclusion may now be advanced that the war has brought new obligations to the Negro college campus, as to all other areas of life. But opportunity has accompanied obligation and the Negro college has received new emphasis and impetus for educational developments ranging from unit courses in applied science to fundamental philosophies concerning human advancement through educational processes. Despite limitations and inhibitions, many of these institutions have made significant contributions to the war effort. Inspired and revitalized through broader vision, they may be expected to serve youth and the nation more effectively during the coming period of peace.

Education and Fight For Freedom*

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There has never before been a time in the history of the world when such a large proportion of its inhabitants have been engaged upon a single enterprise. That enterprise is a struggle between freedom and slavery. Its purpose is to establish a dominant way of life for all peoples.

This enterprise is not being conducted through diplomatic channels, educational processes, or debate, but is being fought out through the most realistic and terrible of all media—War. The issue of freedom and slavery is worldwide, and in the most real sense of the word, the present conflict is global.

There are few countries which are not engaged in the present war, and there is none unaffected by it. We have belligerent nations and non-belligerent nations, and a few so-called neutral countries, but all nations and all peoples have had the normal course of their lives changed and their political and economic existence influenced by this war.

WAR FOR SURVIVAL OF BASIC PRINCIPLES

The actual outbreak of the war was sudden, but its spread over the face of the earth has been deliberate and irresistible. It crashed upon

Poland with startling violence. There had been events before which should have prepared us for the eventual holocaust, but somehow the world paid little attention. Italy had overrun Ethiopia; the Japanese had invaded China; the Germans had absorbed Czechoslovakia and Austria. Still there was in many quarters the over-optimistic hope that international affairs would adjust themselves and that in the end saner judgments would prevail. The unprovoked attack upon Poland, however, showed how incorrect were these hopes. Overnight the world was made aware of the meaning of the word "blitzkrieg."

The war has moved on to engulf country after country through broken treaty agreements followed by unprovoked and treacherous attacks until now practically the whole world is aflame. The fact which has been most difficult for us to realize fully is that even our own country, the United States of America, is at war.

The reality of war needs no longer to be debated. It is important, however, that we understand the kind of war in which we are engaged. This is a war for the survival of basic principles and has been forced upon

*Commencement address delivered at Wilberforce University, May 4, 1943.

the world by those who would destroy the free way of life under which we live. It is being waged ruthlessly, mercilessly, and with the purpose of wiping out entire populations and racial groups who dare oppose what is called the new order.

This is no conjecture. These things have already happened. The Italians in Ethiopia first demonstrated to the world the extent to which our enemies would go to enforce their way of life. The Japanese in China have given the world an unforgettable example of how little human life means when there is not ready acceptance of the master race theory. They have done the same thing in the Philippines.

The most ruthless examples of the theory of extermination and enforced slavery are given us by the Germans in their activities against the Jews in Germany, in their planned murder of the Poles, in their annihilation of Lidice, Czech-Slovakia, in their activities in Belgium, France, and other conquered countries.

The reason for the savagery of this war is found in the fact that this is a struggle between ways of life, between two opposing ideas of how men want to live. If it were a war for the acquisition of territory or merely to change the sovereignty of nations, it would probably be much more humane. Men will surrender territory and give up forms of government, but those who are truly entitled to the privilege of living will die for those principles which they consider essential to their lives. We had an outstanding

example of this in the settlement of our own country. The settlers of New England left their native land to come to America in order that they might maintain certain principles in which they believed. They were willing to suffer and die in order that eventually they and their posterity might be able to follow their chosen way of life. To them the ability to do this was more important than life itself.

This fact has made the present conflict a war not just between peoples. There are no well-defined front lines; there are in reality no non-combatants. Every person in the nations which believe in freedom is an enemy of every person in opposing nations which believe in the creed of slavery and the theory of a master race. Thus we account for the fact that our enemies began early to attempt to wipe out unarmed populations. Only thus could they rid the world of the idea which they wanted to destroy—love of freedom. There was not just a question of defeating armies. All those in whom the idea of freedom and the value of human personality resided had to be liquidated.

AMERICA'S STRUGGLE FOR SOCIAL ADVANCEMENT

Our enemies are strong. At first, they were stronger than us because they had planned this conflict and prepared for it over years. We, on the other hand, had not wanted this or any war. We envied no nation its territory, its resources, or its place among the other nations of the world. The United States of America has been a peace-loving nations,

eager, even anxious, to live as a good neighbor among the other nations of the world and content to do its striving within its own boundaries, while our enemies were being driven by the motive of world domination.

The striving of our nation has been to overcome our own social, economic, religious, and national imperfections so that here in the United States of America we might have a government approximating the democratic ideal. We had seen the great social needs of our country as expressed in the words of our President. There was recognition of the fact that one-third of our population, was ill-fed, ill-clad, and ill-housed. Some of our best thought was being directed toward programs that would remedy this situation.

In the decade when our enemies were building great war machines, we were working on social reforms in order that the people of our country might have enough of the right kind of food, might be able to wear proper and sufficient clothing, and be blessed with the privilege of living in decent, safe, and sanitary homes.

Now, however, our peace has been outraged. We have turned our attention to war and the peace which must inevitably follow. It is no longer a question whether we shall continue to follow our wonted plans. We have been turned from them by treacherous aggression; the immediate problem confronting each American is the problem of winning the war.

Our country has had to develop its strength by war preparation car-

ried on at an unprecedented pace. The training of the most powerful armed force in the world has been one of the major tasks. Fortunately, we were not caught totally unprepared. This unbelievable conflict which is now truly worldwide in its proportions gathered momentum not too rapidly. We were able with a certain degree of understanding to watch it creep toward us.

COMPULSORY SELECTIVE MILITARY TRAINING

It was possible to see and to study the effects of this new total war on nation after nation. The lessons that were obvious were appreciated by some of those who had charge of our national destiny, and steps were taken to start our preparation for what appeared inevitable.

In the Spring of 1940 when the mighty German army began to move across the face of Europe, we realized that should this conflict envelop us, the time for preparation after hostilities would be short. Hostilities no longer follow the declaration of war. The present custom, favored by our enemies, is to begin hostilities and then to go through the somewhat superfluous formality of declaring war on the nation it has planned to destroy.

We had already begun defense preparations when this country was suddenly engulfed in this conflict in December 1941. The Selective Training and Service Act had been passed at the end of the Summer of 1940, after having been carefully considered by Congress which, because we were still at peace, was able to be very deliberate in its action. Into

this law were placed the safeguards necessary to maintain our fundamental democratic principles. One safeguard particularly has had great significance in connection with our military preparation. It has provided the fundamental basis for the progressive steps taken by our armed forces in the use of Negro soldiers, sailors, and marines. Section 4a of the Act declares that: In the selection and training of men under this Act, and in the interpretation and execution of the provisions of this Act, there shall be no discrimination against any person on account of color. Provisions were made for carrying out a System of Selective Training to develop an adequate military establishment without unduly disrupting the social, industrial, and agricultural life of our nation.

Selective Service operated more than a year in peace time and invaluable experience was gained in problems of classification and selection. Members of 6500 local boards became familiar with the purpose of Selective Service and learned to evaluate the social information given by registrants on questionnaires so as to determine priorities for military service. Ohio has a very favorable record of 79 Negro local board members serving throughout the State.

These local board members deserve the highest praise for the fair and impartial manner in which most of this work has been done. Some mistakes have been made but they are very generally errors of judgment and not errors of intent.

FACTS ABOUT HEALTH AND ILLITERACY

Since 1940, many facts have been learned regarding the health and intelligence of young American manhood through physical examinations and intelligence tests of large numbers of registrants throughout the country. The Selective Service System has uncovered definite physical needs among these young men. National and state public health authorities, local physicians and dentists, and hospitals and clinics have been most cooperative in developing remedial programs so that a larger percentage of them might be ready for training in defense of their country.

In spite of these efforts, the rejection rate remains high, even among eighteen and nineteen year old young men: 23 per cent for white registrants and 45 per cent for Negroes. The Chief of the Medical Division of the Selective Service System, Colonel Leonard G. Downtree, recently said, "Not only are defects, deficiencies, disorders, and diseases present with unexpected numbers in both racial groups, but in addition, the registrants as a whole are revealed as soft, flabby, pampered, and in need of conditioning." This is a challenge to the health and physical education programs of our high schools and colleges..

It was determined very early in the training program that the modern army, with its highly mechanized equipment, required a certain standard of intelligence. A considerable amount of illiteracy was

discovered among the first selectees brought into the service and it became obvious that unless the standards of intelligence were set at a minimum level, the training program might be seriously embarrassed. Consequently, it was decided in the Spring of 1941 that *no* man man would be accepted for military training who did not have at least the equivalent of a fourth grade education. This ruling hit some areas harder than others. It was not altogether unfortunate that this was so since it brought out in bold relief the national importance of public education.

Since the outbreak of war, certain modifications have been made in the operation of the Selective Service System to meet war-time demands. Classification has become more strict. Physical standards have been modified but not made too low. A larger proportion of the men registered are finding their way into military service. The basic and fundamental principle of selection, however, still governs the use of the manpower of the nation. Essential men are being kept as long as necessary where they can make their best contribution to the war effort.

It is recognized that men in uniform are not fighting this war alone. There must be men to drive tanks on our battle fronts and on the other hand there must continue to be men to make tanks. There must be pilots to fly planes and mechanics to make planes. There must be sailors to sail and fight on ships and there must continue to be men to build and repair ships. And as much as we are likely to overlook the fact,

there must also be men to raise the food which all these men, as well as the rest of our population, need. The principles of deferment and selection, therefore, remain vital factors in our program for the most effective use of the manpower of the nation.

In considering the matter of deferment, however, it should be borne in mind that in the final analysis the primary responsibility of men of military age, that is between 18 and 38 years, is to the armed forces. They will be replaced in their essential occupations as rapidly as possible by older men, by women and by men who have been rejected for military service. It is never the *man* who is essential in a necessary job. It is the job itself. The man may be irreplaceable at a certain time, but as soon as he is replaceable he will be called for military service.

The high rate of rejection among Negroes for educational deficiency remains one of the major problems in our task of selecting men for military service. Inability to meet minimum educational standards is the most important reason for the rejection of young Negro men. Twelve out of every 100 young Negro men between 18 and 20 are rejected for educational deficiency. Only 1 out of 100 young white men of the same age group are rejected for this reason.

Reference has already been made to the national importance of education as discovered in the peacetime operation of the Selective Service System. As the work of selecting our large war establishment goes

forward, that importance becomes more apparent.

It is still impossible to accept men for military service who do not have a reasonable degree of education or intelligence. It is no longer a case merely of giving a man a rifle and teaching him to shoot straight. Modern war machines are intricate and the maneuvers involved in their employment in battle are complicated. The man without education has only a small degree of usefulness and the man of low intelligence is a definite hazard to himself and to his comrades.

All of those being rejected for educational deficiency are not Negroes but the rate of rejection of Negroes of all age groups is five times the general rate. Seventy-five per cent of all Negro selectees come from the Southern states and the rate of rejection is higher in these states than in other sections of the country. What this means as a practical matter is that either these states will have great difficulty filling their calls for Negroes for the armed forces, or men will have to be moved prematurely from deferred classifications. Men with families and men in necessary occupations will have to be inducted while single men, even single men in non-deferrable occupations, remain at home because of illiteracy.

Education is tremendously important in modern life. In a time of crisis such as the one through which we are passing, we appreciate this fact. These rejected men are not failing of acceptance for service to their country because of any reason over which they have had control.

They are failing because certain states and communities have not provided educational and cultural facilities for them. The nation, as a whole, has hitherto shown little concern over this situation. Now, however, it becomes manifest that the failure of any state to provide reasonable educational facilities for its citizens may prevent that state from providing its proportionate share of manpower for national defense. Since this defense must be adequate, other states may be called upon for the deficiency.

It develops, then, that every state has a vital interest in the educational program of every other state, and the Federal Government is deeply concerned with them all. Never again will we look upon education as being purely a state or local community matter. It is part of the basic preparation for good and effective citizenship. Reasonable literacy and culture must be considered the minimum birthright of every American citizen.

WAR PRODUCTION AND MORALE

This brings us to the second important task in the development of our war preparation which I shall merely mention. Our whole economy has had to be directed toward equipping and supplying our armed forces, and those of our Allies. The story of the development of American industry to meet this challenge is one of the miracles of history.

A third and probably the most important task of all, because it undergirds and strengthens the others, has been the task of making all

people aware of the kind of war in which we are engaged and the necessity of spiritual preparation for it. Whether we wanted to or not, we have had to accept the challenge of our enemies and make this a war for the preservation of the democratic ideals. They, our enemies, have announced that their purpose is to wipe what they have chosen to call the "decadent democracies" from the earth. They have said that there is not sufficient room on the earth for Nazism and Democracy.

We are still faced with the dangerous fact that many individuals and groups have not declared themselves in on this kind of a war. Among them are the armament manufacturers who refuse employment to certain citizens because of race, creed, color, or national origin. These men have the important task of giving to our armed forces the instruments of warfare by which battles may be won. Never in all history has it been so true that brave men can be impotent unless properly armed and equipped. There is urgent need for every gun, plane, tank, ship, bomb, and bullet that can possibly be made. Those manufacturers who still hold down their maximum production because of unwillingness to give employment to people of certain groups have not declared themselves in on the all-out war that is needed for victory. Their failure to produce at maximum because of unused available labor is just as much a vicious slow-down practice as might be discovered in a plant where enemy agents are using sabotage.

Some labor unions still refuse membership to persons because of race, creed, color, or national origin. By their acts they are denying to these persons the right to engage in necessary war production. These unions can hardly be considered wholeheartedly supporting the war effort. The greater injury is not to the people who are refused membership, but to the cause of democracy for which millions of persons, even the sons of some of these union leaders, are laying down their lives.

There are certain citizens, too, while members of a nation, which has declared war and is now in the midst of a struggle for its very existence, are undermining the morale of other citizens, even of some in uniform, by treatment which is contrary to the principles for which this war is being fought. It is not necessary to review a list of incidents in substantiation of this statement. The press mentions such occurrences from week to week, and almost every Negro soldier has direct or indirect knowledge of one or more of them. The citizens or communities at fault are working against the war effort. In some instances, they are nullifying on their section of the war front the splendid work being done by their sons, husbands, and brothers in North Africa or the South Pacific. It is a strange paradox to read in the news of a citation for extraordinary heroism in action being awarded a member of our fighting forces whose home community breaks into print simultaneously for a particularly malodorous display of racial prejudice. Such a commun-

ity seems to repudiate the high ideals for which their loved ones die.

There is a fourth class of citizens who have not fully declared themselves in on the kind of war in which we are engaged. These citizens would withhold their full support from the war effort because of present imperfection in our way of life. I place them definitely in the category of the three which I have just mentioned. And this is not condoning the faults which exist in our democracy in its present stage of development.

Such citizens confuse the issue. One would think from their reasoning that the world is fighting to preserve its present defects. They completely overlook the fact that the great driving force behind fighting men the world over is the desire that out of this terrible trial shall come a better and a freer world.

Fortunately, for us and for the world, this situation is rapidly changing. The President's Executive Order directed toward fair employment practices in industry is having its effect. While resistance is apparent in certain quarters, the trend toward the full utilization of the manpower of our Nation is unmistakable.

The seriousness of our national situation is gradually impressing itself upon those citizens who would restrict the application of the principles of democracy. Many changes of attitude are being made voluntarily. There undoubtedly are persons, however, who will be made to change only by pressure brought upon them by the increasing recognition of the extreme importance of

the purity of our democracy as we, the foremost champion of the Four Freedoms, stand before the world.

Those of us who suffer most from undemocratic practices are beginning to realize that our responsibility toward the war instead of being lessened thereby is really increased. Not only must we be first class fighting men in the armed forces, but we must also wage a continuous and unrelenting fight against imperfections in the ideals of our Nation, so that it might become stronger spiritually for the task of winning this war which, before it is finally won, may try the very soul of our people.

RESPONSIBILITY OF COLLEGE GRADUATES

Young men and young women graduating from college in 1943 find themselves facing a grave responsibility and a great opportunity. Their responsibility lies in the performance of the most important act of citizenship, to fight to preserve their nation and the way of life it represents. Already more than a half-million young Negro men have taken up this responsibility. Many thousands are on the North African front and other thousands are in the South Pacific theatre of war. Still other thousands are in the South Pacific theatre of war. Still other thousands are in more than 25 different countries around the world.

They are serving in all branches of the armed forces, the Army, Navy, Marine Corps, and Coast Guard. Gradually many of the old restrictions in all of these services

are being broken down. Our young men are being inducted into these forces in numbers closely approximating their percentage in the Selective Service Registration, and are being trained to do first class fighting jobs. The Negro gun crew on the Coast Guard Cutter Campbell is an example. The world was told over one of the major networks a little more than a week ago that it was the fastest gun crew on the cutter and took an important part in the cutter's victories.

We were told last week through the medium of a prominent weekly magazine of a Negro gun crew on a battleship distinguishing itself in action.

The United States Marines are now proud of the Negro members of their distinguished corps. These young men, who voluntarily enlisted when racial bars were removed, have demonstrated in training their ability to measure up to the finest tradition of that great first line fighting organization. But before this war is over they will be fighting and helping to carry out the tough assignments to which Marines are accustomed. Now when we hear that splendid song of the United States Marines, we can take pride in the fact that our men are a part of that organization.

It is from our college graduating classes that we hope for much of the leadership of our men. There are now more than 25500 Negro officers in the Army in all branches of the Service. This year probably an even larger number will be commissioned from the officer can-

didate schools of the various branches of the Service. We are fast reaching the point where our concern is not for the opportunity to become officers but with regard to our supply of good officer material.

Some members of this year's graduating classes will go immediately into officer training. Very shortly they will receive commissions as officers in the Army of the United States. Let me point out here that a commission implies that the soldier so honored has patriotism, valor, fidelity, and ability in the order in which they are mentioned. Especially is this true in this war when one of the most effective weapons of our enemies has been subtle propaganda to undermine the patriotism of the countries they would conquer.

Our officer personnel must be enthusiastically patriotic. Any other kind of officer is a detriment to the military service. An officer moulds other men. Good fighting troops are made by competent and enthusiastic officers who have the power to inspire.

Some of our college graduates will go in the Army and Navy through the process of induction. Because of the superior training and cultural background which they have had, it is expected that they will become leaders. This word of warning, however. College education gives to no one an inalienable right to a commission or any other leadership position. Such recognition must be won through demonstration of the fact that the individual has intelligence, initiative, ag-

gressiveness, and the other qualities of a leader. Young men who never got beyond high school may forge ahead of some college graduates because they have these qualities in a superior degree.

Some of the college graduates of 1943 may not be chosen for military service. Their contribution to our victory will have to be made in other fields. Their chief concern should be that they do as honest and wholehearted a job as will be done by their friends on the many battlefronts throughout the world.

This is a war which calls for the participation of every man, woman, and child in our Nation. Any one who through his work or way of living is not doing all he can to aid the war effort is not a good citizen.

Along with the responsibility which rests upon our college graduates goes a great opportunity. That opportunity is to demonstrate not merely to their fellow citizens in this country but to the entire world that they are capable of every sacrifice that the people of any other national group are making in the cause of freedom.

This point cannot be proved now by oratory and debate. The demonstration has to come through the ability to work, to sacrifice, and even to die if the occasion demands. The Negro will not be doing this alone; the Chinese have been dying for freedom for five years. The Russians have been slaughtered by the hundreds of thousands in defense of their freedom. White, brown, yellow, and black men the world over are fighting for the free way of life to which they believe they

are entitled. All of the events of our history have moved up to this point to give the Negro an opportunity before the entire world to demonstrate his fitness to be considered an equal among the races of the world. The opportunity is given our college graduates to help make this a successful demonstration.

Poor educational opportunities are causing large numbers of young Negro men to be rejected from military service. Unfavorable social conditions such as ignorance, bad housing, lack of medical attention, and poor economic status have contributed to disproportionate rates of physical rejections which are keeping other Negroes from performing military service for their country. Young men and women of our colleges who have had better advantages or who have overcome these disadvantages must undertake their tasks with great enthusiasm and a passionate will to preserve a belief in the principles of freedom.

The disabilities under which the Negro lives in this country have not disappeared as though by magic because of this war. They were too deeply rooted in the customs of the people. As illogical as it is that they should continue to exist, while our Nation fights all over the world for the protection of the dignity of human personality and the rights of men, we must not let this fact deter us from our duty, nor weaken our loyalty.

On the other hand, we must continue to press for the removal of all the disabilities under which any of the citizens of America live because

of their race, creed, color, or national origin. This is part of the global war for freedom. It is part of the defeat of slavery everywhere in the world. And when this conflict is over, it

may be considered one of the significant factors in determining whether America actually won the war!

College Notes and News

JOSEPH H. REASON, *Reference Librarian*

Howard University; Washington, D.C.

President Samuel R. Higgins of **Allen University**, Columbia, S. C., announces the appointment of M. A. Myers, professor of education in the college for several years, as acting dean. Mr. Myers succeeds Carl F. Flipper who resigned to accept work in the public schools of Gary, Indiana.

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Lawrence A. Davis was elected president of the **Arkansas Agricultural, Mechanical, and Normal College** on April 14, succeeding the late Dr. John B. Watson. Mr. Davis, an alumnus of Arkansas A. M. & N., has been a member of the college faculty since 1937; he served as teacher, registrar, and dean.

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On April 19 and 20, a conference on Cooperative Social Studies of the Negro Land-Grant Colleges was held at **Atlanta University** under the direction of Dr. W. E. B. DuBois, who serves as Coordinator of such studies. Delegates from twenty-one institutions and eight eminent sociologists of both races attended the conference.

Mrs. Mae Harper Proctor, instructor in the Atlanta University School of Social Work, has been named traveling field work supervisor for the School. Her duties include visiting the out-of-town social welfare agencies to which students are assigned for field work.

Dr. Alfonso Elder, dean of the North Carolina College for Negroes for the past 19 years, has been made chairman of the department of education in Atlanta University.

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Donald Jones, director of publicity of **Dillard University**, has resigned that position and is now assistant field secretary of the National Association for the Advancement of Colored People. Mr. Jones will work with Daisy Lampkin, with headquarters in New York.

Andrew J. Allison has resigned his position as alumni secretary of **Fisk University** in order to become superintendent of Provident Hospital in Chicago.

Lewis W. Jones, research associate and instructor at Fisk University, has been appointed to the staff of the special services division, bureau of intelligence, Office of War Information.

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Dr. J. W. Holley has been made president emeritus of the **Georgia Normal and Agricultural College** at Albany. Dr. Holley will be succeeded by Aaron Brown, dean of Fort Valley State College. The Georgia Board of Regents also changed the name of the college to Albany State College.

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Dr. Hildrus A. Poindexter and Madison S. Briscoe of the college of medicine, **Howard University**, have been granted commissions in the U. S. Army to do research work in medicine.

Dr. Abram L. Harris, professor of economics at Howard University, has been awarded a Guggenheim Fellowship to prepare a book on schools of economics and their current significance.

Bernard S. Jefferson, associate professor of law at Howard University, has taken a leave of absence from that position to work with the Office of Civilian Defense in its community organization program.

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Hardy Liston, dean of **Knoxville College**, was elected president of the National Association of Collegiate Deans and Registrars at the seventeenth annual convention held at Fisk University in March.

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Hollis F. Price has been named as the first Negro president of **LeMoyne College**. Mr. Price has been dean of LeMoyne for the past two years and succeeds Dr. Fred L. Brownlee. Jay Wright will become dean of the college.

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James C. Bush and Scovel Richardson of the **Lincoln University** law school have been granted leaves to accept positions with the federal government; one with the Department of the Interior, the other with the OPA.

Dr. Forest O. Wiggins of **North Carolina College for Negroes** is among the teachers sent by the U.S. Office of Education to launch an English teaching program in the public schools of Haiti.

James T. Taylor, professor of psychology and dean of men at North Carolina College, has been appointed to the position of information officer for the State Office of Price Administration.

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Charles W. Lewis, treasurer of **Prairie View State College**, died on April 18. Mr. Lewis was nationally known as a tennis player and was coach of the Prairie View tennis team.

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It has been reported that Lt. Alva B. Johnson, former coach and director of public relations at **Storer College**, was killed in action in February somewhere in the southwest Pacific.

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As a result of the Gaines Decision the **Tennessee A. & I. State College** at Nashville has been reorganized to conform to the pattern of the University of Tennessee with administrative and instructional officers of the University serving in an advisory capacity. The college has been organized into six undergraduate divisions corresponding to colleges of the University of Tennessee at Knoxville. The Divisions and their heads are: Agriculture, Dr. W. S. Davis; Business Administration and Education, Mrs. W. J. Hale; Education, Dean George W. Gore, Jr.; Engineering, Mr. Theodore Gould; Home Economics, Mrs. C. H. Springer; Liberal Arts, Mr. Merl R. Eppse.

A program of up-grading has been put into effect so that each of the divisions may have adequate personnel and facilities for doing work comparable to that being offered at the University. The salary scale of the Southern Association, which is in use at the University, is to be applied to the instructional staff of A. and I. State College.

For the immediate future only two years will be offered in the Division of Engineering, and scholarships will be available to students who desire to complete the last two years. Likewise, in the field of Law, scholarship funds will be available until a sufficient demand warrants the establishment of a professional institution. Professional education in medicine, dentistry, and nurse training will be made available to residents of Tennessee at Meharry Medical College at the same tuition rate as is charged to students in these professional schools at the University of Tennessee.

Dr. Luther H. Foster, long-time treasurer of Virginia State College and acting president since the retirement of Dr. John M. Gandy, was elected to the presidency of that college by the state board of education on April 1.

James B. Cephas, bookkeeper at Virginia State for the past eight years, has become treasurer.

Dr. Luther P. Jackson, professor of history at Virginia State College, has been awarded a grant by the General Education Board to do research work in the state archives of Virginia.

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Dr. George Rice Hovey who was president of Virginia Union University from 1905 to 1919 died in January at the age of 83.

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At West Virginia State College the following promotions to full professorships were announced by the Dean: Fannis S. Belcher (Drama), Herman C. Ganady (Psychology and Philosophy), Paul J. Moore (Chemistry), Thomas E. Posey (Economics), William J. L. Wallace (Chemistry), and Grace I. Woodson (Education). This is the first time promotions to full professorships have been made under the college's new criteria for evaluating faculty member.

Margaret Walker, winner of the 19433 Yale University Younger Poets' prize and teacher of English at West Virginia State College, was presented at Town Hall by the lecture division of the National Concert and Artist Corporation in March.

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The Ohio state legislature granted a little over a million dollars for the 1943-44 biennium to **Wilberforce University**, the oldest continuously-operated institution of higher education for Negroes. Two hundred and fifty thousand (\$250,000) of this appropriation is ear-marked as post-war expenditure for the construction of a science building.

Dr. Henry H. Summers, professor of Greek and Christian theology at Wilberforce University, died recently at the age of 78. Dr. Summers was principal of a grammar school in Pennsylvania for 17 years before he began the advanced studies which prepared him for his work as a college professor. He earned degrees at Howard, Oberlin, Harvard, and Ohio State. In 1924 Wilberforce conferred upon him an honorary doctorate in divinity. He joined Wilberforce in 1922 and remained there until his death.

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Suggested Readings on Higher Education

MOLLIE E. DUNLAP, *Librarian*
Wilberforce University; Wilberforce, Ohio

Canady, H. G.: A Study of Sex Differences in Intelligence—Test Scores Among 1,306 Negro College Freshmen. *Journal of Negro Education*, 12:167-72, Spring Number, 1943.

This study was undertaken to remedy the hiatus in psychological knowledge of the sex differences among Negroes. The author sought to answer these questions: Do Negro men make higher or lower intelligence test scores than women? How great is the difference, if any, and what is its statistical significance? Also, are Negro men more variable than women? His investigation of 637 males and 669 females comprising the freshmen entering West Virginia State College from 1931 through 1937 reveals the following conclusions:

1. No significant sex difference in "general intelligence" was discovered—similarity rather than difference in central tendency and variability being evident.

2. "The analysis of the sub-tests revealed a large and reliable sex difference in performance on the verbal or linguistic and numerical parts of the test; the latter in favor of the males and the former in favor of the females."

3. The data "tend to support the growing tendency to look for sex differences in specific traits or separate abilities rather than in 'general level of performance.'"

Cobb, W. M.: Education in Human Biology: an Essential for the Present and Future. *The Journal of Negro History*, 28:149-55, April, 1943.

"The propositions here advanced are the natural steps of the moment in the evolution and execution of a program in physical anthropology which has been the writer's concern at the Howard University School of Medicine during the past ten years. The purpose of this program has been the establishment of a laboratory which would be a regular source of that share of significant contributions in this field which would be expected from a leading university."

The content of this educational program includes, among other topics, animal evolution, prehistoric forms of man, racial differences, measurements of capacities, human hybridization, comparative study of behavior, human reproduction, population trends and distribution, and resources of the earth.

"The orientation and content of the material suggested have been

chosen with the aim of attaining scientific objectivity and accuracy and impartial appeal to both Negro and white citizens of the United States."

McCulloch, M. C.: The Negro Studies Himself: a Thumbnail Sketch of Contrast. *Journal of Negro Education*, 12:154-58, Spring Number, 1943.

A year ago the writer discovered, through a survey of southern white colleges, that 87 per cent of these colleges offered source work on the Negro; 25 per cent offered one full course on the Negro or race-relations; 10 per cent did research of some description in this field.

One year later the same questionnaire was sent to 44 Negro colleges having "A" and "B" ratings by the Southern Association of Colleges. Replies from 22 of these colleges revealed that 100 per cent offered some work on the Negro or race-relations: 21 offer one or more courses in sociology, parts of which are devoted to this subject; 22 offer courses in other fields partially devoted to the subject; 21 offer at least one full course each on the subject. Eleven of these 21 offer two courses, 5 offer three, 1 offers five, and 1 offers eleven.

The courses most frequently offered are History of the Negro, with minor variants in title, by thirteen colleges, race relations or race-problems offered by eight, and a combination of the two offered by one.

The offerings include three groups: (1) The American Negro, (2) The Negro in Africa, (3) "Ambiguous titles listed as wholly on the Negro or Negro-white adjustment."

In concluding her interpretation of the above facts, the writer says, "the picture at present is a contrast. Need it be? Should we not be drawing nearer to a common education which would develop in our students greater mutual understanding rather than accentuating differences and setting culture in opposition to culture? There are persons and influences drawing us together, but they need to be reenforced."

Smith, Mapheus. "A Second Report on Changes in Attitudes Toward the Negro." *School and Society*, 57:388-92, April 3, 1943.

A small amount of additional information is given on the change of attitude toward the Negro during the progress of courses dealing with Negro problems, and a report on changes in attitude toward the Negro on the part of elementary sociology students is made in this article. As a result of his testing, the author concludes that college-student attitudes toward the Negro do become more favorable while taking a course which includes a discussion of race differences, the effects of race mixture, race prejudice, and some lectures on the life and problems of the American Negro.

Digests and Reviews

Patterns of Segregation. By Charles Spurgeon Johnson. New York: Harper and Brothers, 1943. \$3.50.

According to the author, the most complete system of racial segregation appears in public schools. Separate school systems exist in the seventeen southern states and the border states have varied and uncertain policies. In the northern states segregation is often achieved by residential isolation of the Negro population. Discrimination is reflected in physical equipment, buildings, teachers' salaries, and the allocation of public funds.

"Private schools in the North frequently practice discrimination. Negroes are usually excluded from private schools below the college level, from medical schools, and in some instances, from private colleges. In any of the colleges to which Negroes are admitted they are likely to experience forms of discrimination. . . . On the whole, Negroes are ignored socially in a large number of colleges to which they are admitted."

Other forms of racial segregation considered in this book are: residence, recreation, transportation, private business establishments hotels, restaurants, department stores, doctors' offices and hospitals, and parks.

M. E. DUNLAP

The Reading Interests and Needs of Negro College Freshmen Regarding Social Science Materials. By

Walter Green Daniel. New York: Columbia University, 1942.

This study by an associate professor of education and librarian at Howard University is a timely, scholarly, and valuable contribution which will be of special service to teachers in their classroom work, to faculty members engaged in orientation programs, and to librarians partly responsible for the selection of books in colleges for Negroes.

There were four hundred and eighty-nine students and sixty-one teachers, writers, and librarians in the social science field who participated in this study. A check list of one hundred annotations of books relating to social science problems was devised for this study and was administered to the freshmen entering Howard University in the fall of 1939 and 1940 and to competent jurors, white and colored, sixteen at Howard University and forty-five from the entire country.

Among the many interesting findings are that Negro students prefer above all to read books about Negroes, that they are particularly interested in subjects that touch them immediately, that problems dealing with the family, home, marriage relations, and problems of youth are of greater interest than economic topics. The study throws light on the differences in the social science reading interests between the sexes, prospective teachers and doctors, and the three general groups of majors in the social sciences, the

natural sciences, and the languages. Important data of the comparison between the jurors' recommendations of the general social science needs of Negro college students and the students' preferences are that while the jurors showed a marked tendency to rate topics higher than the students and gave preference to the broad aspects of social, economic, and political institutions, to the causes of problems and their effect, the students were narrow and personal in their outlook. In answer to the problem of whether social science readings should differ for white and colored students the jury recommended that books dealing specifically with the problems of the Negro be endorsed to a greater degree for Negro students than for white students. However, the jurors

also indicated that they did not believe that race is a sufficient reason for differentiating the social science reading materials for Negroes and for whites.

The sections on the uses of this study and the suggestions for further study add to the practical worth of this book for teachers, librarians, and research students. Knowing the reading interests of Negro college freshmen regarding social science materials will assist teachers in getting reading accomplished. On the other hand colleges are still faced with the problem of opening new vistas to the students and creating new needs.

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Forthcoming Articles

COLLEGE AND FAMILY *Miss Margaret C. McCulloh*

EDUCATION AND THE SOCIAL PATTERN *Dr. Henry A. Callis*

RESEARCH AND RECORDS OFFICE AT
TUSKEGEE INSTITUTE *Professor Ralph N. Davis*

COLLEGE HISTORY TEACHING AND THE
PRESENT CRISIS *President Charles H. Wesley*

THE NEGRO COLLEGE QUARTERLY

Vol. I

September, 1943

No. 3



THE NEGRO COLLEGE QUARTERLY is published in March, June, September, and December. The main purpose of this QUARTERLY is to offer opportunity to all persons interested in education to share such of their mature philosophy and research as may prove to be of value in the solution of the problems of higher education for Negroes. The editors of this QUARTERLY solicit contributions from all its readers.

Subscription rates: One dollar a year; single issue: 30 cents.

Entered as second-class mailing matter under the Act of August 24, 1912.

THE NEGRO COLLEGE QUARTERLY

The education we have had for fifty years has been appropriate, in Bishop Berkeley's phrase, to thriving earthworms. An earthworm who wants to thrive will insist on being trained for physical health and vocational success.

But though the good life and the good society assume an adequate supply and distribution of health and wealth, they require something more and something more important. They require a sound character and trained intelligence. They require an understanding of the aims and possibilities of human life and organized society.

—From an address delivered to the summer-quarter students of the University of Chicago by its president, ROBERT M. Hutchins